DOCUMENT RESUME

ED 196 617 RC 012 435

AUTHOR Weryackwe, Suzanne L.
TITLE Bilingual Education at the Graduate Level and Its Relevance to a Culturally Pluralistic America.
PUB DATE 7 Apr 80
NOTE 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 7-11, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Bilingual Education; Cultural Influences; Cultural Pluralism; Definitions; Doctoral Degrees; Educational Change; Educational Objectives; Educational Philosophy; *Educational Research; Ethnic Groups; *Higher Education; Instructional Materials; Masters Degrees; *Multicultural Education; *Relevance (Education); School Surveys; State Aid

ABSTRACT

Directors of 67 bilingual education university programs and centers were surveyed to ascertain: philosophical aspects on what professionals regard as the basis for groundwork to accomplish educational aims in bilingualism/ biculturalism; various approaches applied to bilingual education; any specific direction where bilingual education should be heading; ramifications of institutional behavior; any viability of state support through legislation. There was a 31% response and a strong rationale was indicated for bilingual education in America. The following conclusions on bilingual/multicultural education in America were reached: approaches are changing from compensatory to two-way enrichment; cultural factors are becoming increasingly essential for enhancement of cognitive and affective development; bilingual/multicultural education provides tremendous advantages for universal improvement; further development and dissemination of curriculum materials is needed; there is no national policy providing direction to the states on determining effective criteria; there is a lack of adequate instruments for assessing students with limited English speaking ability; there is more emphasis on Masters and Doctoral degrees in bilingual/multicultural education; research in this field is becoming more prevalent and this is necessary to meet future trends. (AN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196617

BILINGUAL EDUCATION AT THE GRADUATE LEVEL AND ITS RELEVANCE TO A CULTURALLY PLURALISTIC AMERICA

Suzanne L. Weryackwe
College of Education
UNIVERSITY OF OKLAHOMA

A Paper Presented At The

Annual Meeting of the American
Educational Research Association

Boston, Massachusetts

April 7-11, 1980

RC 012435

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Suzanne Weryackwe

National American Research Institute

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BILINGUAL EDUCATION PROGRAMS

LANGUAGES

Spanish
Portuguese
Greek
Armenian
German
Arabic
Hungarian
Italian
French
Haitian-Creole
Cape Verdean
Yiddish
Pennsylvania Dutch
Russian

Chinese
Cantonese
Mandarin
Korean
Pilipino
Ilocano
Japanese
Vietnamese
Cambodian
Punjabi
Samoan
Laotian
Kapingamarangi
Palauan
Ponapean
Tongan
Ulithian
Yapese
Chamorro
Carolinean
Truskese
Marshallese
Tagalog
Hawaiian
Kosrean
Thai
Filipino

Papago
Pima
Hualapai
Supai (Harasupai)
Pit River
Hupa
Karok
Tolowah Yurok
Ngatik
Paiute
Tewa/Pueblo
Keresian
Mescalero Apache
Eelaponke/Miccosukee
Choctaw
Seminole
Cherokee
Creek
Alaskan
Lakota
Dakota
Nakota
Cree
Crow
Cheyenne
Ute
Navajo
Ojibwe
Passamaquoddy
Mohawk
Algonkin
Blackfeet
Kiowa

WORKING DEFINITIONS

Evaluation - a decision-oriented study intended to provide results that are relevant for a particular institution at a specific point in time. An investigator is asked to provide information wanted by a decision-maker: a school administrator, a governmental policymaker, the manager of a project; conducted as a commissioned study (Cronbach and Suppes, 1969, pp. 20-21).

Research - a conclusion-oriented study intended to produce results of general significance; takes its direction from the investigator's commitments and hunches. A researcher formulates his/her own question, usually a general one rather than a question about a particular institution with an aim to conceptualize and understand the chosen phenomenon; a particular finding is only a means to that end (Cronback and Suppes, 1969, pp. 20-21).

LES - Limited-English-Speaking: an individual has restricted knowledge and use of the English language in speaking, reading, and writing abilities.

NES - Non-English-Speaking: an individual has no familiarity with the English language; unable to speak, read, or write in English because it is foreign from one's own native tongue.

LEP - Limited-English-Proficiency: competency judged by proficiency of oral and aural considerations, as well as grammar, syntax, and vocabulary.

Language Proficiency - refers to an individual's competence in one language irrespective of performance in the other language. Proficiency is judged on oral and aural competencies and development of grammar, syntax, and vocabulary (Burry, 1979).

Language Dominance - a term of dual language classification and considers the student's fluency in each language. The student is generally reported to be stronger in one language than the other, or equal in both. Judgment on language dominance is usually restricted to the student's aural and oral abilities in the two languages under consideration (Burry, 1979, p. 3).

Transitional Bilingual Program - advocating a shift to instruction in English as soon as the student can perform successfully in English (Burry, 1979, p. 3).

Maintenance Bilingual Program - advocating the development and maintenance of language skills in both English and native language (Burry, 1979, p. 3).

ESL - English as the Second Language: intensive system which immerses the student in English language arts for structured periods of time to learn the new language of English (Garcia, 1976, p. 10).

BILINGUAL EDUCATION AT THE GRADUATE LEVEL AND ITS RELEVANCE TO A CULTURALLY PLURALISTIC AMERICA

Introduction

American bilingual education today is a cultural and educational phenomena surpassing the original aims of early American education. The traditional aims can be described as indoctrination and assimilation to all of American publics. In fact, previous educational policies and practices placed stringent limitations on "native" languages, other than English, to be used, taught, or learned in the schools. Such limitations have detrimentally affected ethnic languages of the diverse and representative cultural groups in America. History and documentation bear this reality.

Americans are emerging from this historical, political, sociological, and psychological doctrine of educational disparity on ethnically and linguistically different individuals. The mistakes of earlier times are gradually being eradicated due to the development of alternative approaches in education. As we enter the 1980's, how will our institutions meet the challenge to promote bilingual education? Will the meaning and relevance of bilingual education be better understood, accepted, and institutionalized as an essential component of higher education?

The purpose of this paper is to examine bilingual education, specifically at the graduate level, and determine the relevance of this type of education in America; a nation of cultural diversity. America is truly culturally pluralistic in nature. Our nation comprises vast populations of diverse and unique cultural groups, all with their natural and distinct linguistic styles. This is prevalent in our modern age; indicating that education is transforming to qualitatively serve these populations and their special needs.

Review of the Literature

Jefferson believed that education was an essential public responsibility; he understood that an educated population was the best guardian of liberty. This could be achieved, he believed, only by rejecting the customary claims of wealth and privilege on quality education. The "diffusion" of knowledge that Jefferson sought represented the soundest possible wisdom for Revolutionary America. What he professed remains at the heart of what is democratic about education in this country (Nielsen and Polishook, 1980, p. 8)

This ideal of educational diffusion is basic in today's mission to advance our culturally pluralistic America. Jefferson's philosophy of education is timely and relevant in developing multicultural and bilingual education in our society. Democracy withstands in solidarity for the welfare and advancement of the American people. Ironically, the heritage of the United States is rich in cultural diversity which has inevitably resulted in conflicts and struggles by many groups of people. The twentieth century is an era which witnessed dramatic transitions leading to the actualization of human rights and human relations.

In the 1960's, we experienced a tremendous turn of events precipitated by the Civil Rights movement and the test to provide equal educational opportunity for all in the United States.

The passage in 1968 of Public Law 90-247, "The Bilingual Education Act," provided a catalyst for bilingual schools. This act, the seventh amendment to the Elementary and Secondary Education Act of 1965, declared:

> The policy of the United States (is) to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet the special educational needs. . . (of) children who come from environments where the dominant language is other than English.

The act stipulated that it would be U. S. government policy to financially assist in developing and implementing bilingual education programs in public schools

in the United States and its trust territories. In 1973, the name of the act was changed to the "Comprehensive Bilingual Education Amendment Act of 1973."

The act was amended to extend, improve, and expand assistance for the training of bilingual teachers and bilingual teacher trainers. In its declaration of policy, the act recognized that: 1) large number of children have limited English-speaking ability, 2) many of these children have a cultural heritage different from English-speaking people's heritage, and 3) a primary means by which a child learns is through using his language and cultural heritage. The act provided financial assistance to extend and develop existing bilingual-bicultural programs in the public schools, to improve resource and dissemination centers, and to develop and publish bilingual-bicultural curriculum materials (Garcia, 1976, p. 29).

Why has it taken so long for bilingual educational needs to become realized, and even more important, enacted upon? The major premise is that America's traditional aims in educational socialization fostered indoctrination and assimilation of Anglo-American values, and cultural genocide of ethnic differences and languages. The "melting pot" theory during the late nineteenth and early twentieth centuries was an unrealistic perspective of the American society. Consequently, unfortunate experiences have resulted for minorities, unfair educational policies and practices were implemented nationwide, self-concept development and pride in ethnic cultures and languages were hampered, and these circumstances have persisted since the beginning of democratic education in America.

Cultural assimilation did not win complete favor in public education. It was challenged by another view of American society--ethnic pluralism, a social perspective older than cultural assimilation. . . Pluralists view American society as a mosaic in which all ethnic groups retain their identities while blending into the whole society. Each group thus adds to the beauty and balance of the whole society. For the pluralist, ethnicity and ethnic group affiliation are extremely

important realities, for they provide an identity and protection for the individual within an ethnically diverse society (Garcia, 1976, p. 34).

John Dewey's philosophy of the individual and the democratic society supports the pluralistic position. Dewey believed that a democratic society could provide for the fulfillment of an individual's capabilities and that the school should perfect and conserve individual differences. A truly democratic school would allow a student to retain his ethnic heritage and identity; cultural assimilation would coerce a student into accepting a different identity and abandoning his ethnic heritage, which would be undemocratic, according to Dewey (Garcia, 1976, p. 34).

There has always been a discrepancy in the United States between the myth of the melting pot and the reality of diverse, unassimilated cultural subgroups not accommodated by mainstream American society. The inability of American society either to tolerate cultural diversity or to suppress it successfully is indicated once again by the re-emergence in recent years of the concept of cultural pluralism, particularly in education and teacher training (Dollar and Gittell, 1974, p. 38).

The emphasis of cultural pluralism has been on the process of education, with the aim of influencing attitudes and behavior, rather than on changing institutional structures. The unexamined assumptions underlying these programs include the following (Dollar and Gittell, 1974, p. 38):

1. Intolerance of cultural differences is a product of people's ignorance, and can best be corrected by exposure to information and training.

2. Members of subculture groups do not participate fully in American society because they lack bicultural skills and self-image.

3. Cultural pluralism may be achieved without major changes in the institutions.

Against these assumptions one could, however, counterpose that:

1. Intolerance is a product of prejudice caused by people's response to reality, the reality being that cultural subgroups lack power and status, the determinants of respect in American society.

2. Members of subculture groups do not participate fully in American society because the arenas of participation--mainstream institutions--do not represent or function in their interests. At issue is not that subculture populations lack the skills, but why they do: because they lack institutions committed to providing them. Solutions that concentrate on changing subculture individuals are "blaming the victims" rather than the root (institutional) causes of their plight.

3. Cultural pluralism, as descriptive both of majority attitudes and of subcultural integrity and viability, will come about because of changes in the institutions--specifically, independent, minority-controlled institutions (Dollar and Gittell, 1974, p. 38).

Educational institutions face three clientele groups seeking diverse ends through the single available channel: (1) those who have accepted and have been accepted by mainstream culture and its institutions; (2) those who are not yet assimilated, but who seek assimilation through the available higher education and credentialing processes; and (3) those who are unassimilated, who seek mobility outside the mainstream culture on terms which do not compromise their own cultural identity. It is the disposition of the third group on which our ultimate success in realizing cultural pluralism will turn (Dollar and Gittell, 1974, p. 38).

Furthermore, Dollar and Gittell poignantly insist that if the rights and prerogatives of subculture groups are implicit in the concept of cultural pluralism, then equally implicit is that these be exercised not because subgroups are allowed to do so, but because they have the power to do so. For cultural pluralism to be meaningful, it is necessary that the element of the dependency of minorities on the majority be reduced, if not eliminated. Programs which attempt to change majority attitudes do nothing in themselves to alter the relationship of dependency, since minority groups still must depend on the majority to change (after which they must still depend on the continuing tolerance and good will of the "changed" majority) (Dollar and Gittell, 1974, p. 45).

Dollar and Gittell set forth definite realities of the status of ethnic subcultures within the majority society of Anglo America. They convey that subcultural

groups will need to ascertain a stronger power base before cultural pluralism can be fully realized by minorities. Nevertheless, there will need to be continued emphasis on the improvement of multi-cultural relationships and communication processes among all segments of our society. Advocates of this later proposition will be exceptional and dedicated to the promotion of cultural diversity when the mass of society is operationally "mainstream" minded.

Basic to the "American way of life" is the belief that diverse subcultures provide a unique setting for effectuating universal social improvement. This premise is also at the base of the belief in providing all people with the opportunity of a college and university education. The challenge presented to institutions of higher learning is to capitalize on the talents, background of experiences, and stated goals of minority groups in order to improve and enhance the university learning environment (Swick and Lindberg, 1972, p. 63).

The minority groups involved in university environments have much to offer the faculty, student body, and surrounding communities in relationship to their special background of experiences, specific talents and skills and services of a value clarification nature. Too often, the practice has been an effort to eliminate these diversities rather than to capitalize on them; to ignore them rather than to appreciate them. If each individual is to enjoy the cultural assets of his heritage, then the problem is one of developing curriculum designs and classroom structures for releasing and utilizing the talents and experiential backgrounds of the culturally different (Swick and Lindberg, 1972, p. 63).

A number of minority groups see cultural pluralism as an umbrella under which they can preserve their identity and protect their lifestyles (Havighurst, 1978, p. 5). Havighurst sees the period from 1970 ahead through the 1980's, as a time that may be called, by the historians, the period of Constructive Pluralism. In general terms this means:

(a) Mutual appreciation and understanding of every subculture by the other ones.

(b) Freedom for each subculture to practice its culture and socialize its children.

(c) Sharing by each group in the economic and civic life of the society.

(d) Peaceful co-existence of diverse life styles, folkways, manners, language patterns, religious beliefs and practices, and family structures (Havighurst, 1978, p. 13).

Constructive Pluralism faces the major problems of working through education to increase the socio-economic status of the economically disadvantaged minority groups, and at the same time to help minority group members to retain their identity and their pride in ethnic group membership (Havighurst, 1978, p. 13).

American education is faced with the reality of cultural pluralism, as well as multilingualism. Curriculum and instructional development, faculty and administrative acceptance of ethnic differences, and current research can lead to continued revision and expansion of graduate programs in bilingual education. A major feature of education and growth is the recognition of various learning styles. Institutions committed to the advancement of its publics will consider, plan, implement, and evaluate programs to accommodate its diverse clientele.

A recent study by Geneva Gay (1978) reveals pertinent data regarding aspects of learning styles between ethnic minority students and anglo, traditional students showing significant contrasts. The findings unravel a puzzle which has created negative repercussions for minorities for years.

Many educators endorse the value of appreciating and accommodating cultural differences in the educational process. Learning theorists say that students are more likely to learn, both qualitatively and quantitatively, when curricular content and instructional methodologies are synchronized with students' developmental levels and learning styles. Educational theory holds that students learn best that which has personal meaning to them. Yet, most educators are handicapped in trans-

lating these principles into practice because they know little about the substance of ethnic group culture (Gay, 1978, pp. 46-47).

Blacks, Latinos, Asian Americans, and American Indians comprise the specific referent groups in the general category of "ethnically and culturally different students." Since they are not as assimilated into the common American culture as are some other ethnic groups, their cultural values, expectations, and behaviors are likely to be more significantly different from the normative expectations of the schools. Ethnic minorities are the students most directly involved in and affected by dilemmas of cultural conflict in the classroom. Academically, they are the ones served most unsuccessfully by educational institutions (Gay, 1978, p.47).

Gay and several researchers have examined the socio-cultural impact on learning styles through an analysis of four variables: ethnic cognitive styles, value systems, communication patterns, and relational styles. They find that the learning styles of blacks, Asian Americans, Latinos, and some American Indians have been described as relational and field dependent (Gay, 1978, p. 56).

Two distinctive cognitive patterns, analytical and relational, emerge from research on ethnic learning styles (Ramirez and Castañeda, 1974; Cohen, 1976). The analytical mode of learning is characterized by stimulus-centered orientations to reality; capacity for sustained attention; formal or analytical modes of abstracting salient information from stimuli; and detail-specific, individualistic, impersonal, and elaborate syntactic codes. It appears to be most persistent among Anglo Americans and Jewish Americans. The relational cognitive style employs self-centered orientations, uses a descriptive mode of extracting information from stimuli, focuses on global characteristics of stimuli, uses a restricted syntactic code, and determines word meanings by situational contexts. This cognitive style is exhibited by Mexican Americans, blacks, some American Indians, and Asian Americans.

Socialization processes and role relationships among ethnic group members emphasize shared-function. They are sensitive to the opinions of others, and respond well to authority figures who express confidence in their intellectual abilities (Sue and Wagner, 1973; Ramirez, et al, 1974; Ramirez and Castañeda, 1974). The cognitive styles of most of these ethnic groups are thus referred to as "relational," "field-dependent," or "field-sensitive" (Gay, 1978, p. 50).

In comparison, the instructional styles used most frequently by teachers in public schools and higher education tend to be "analytic" or "field-independent." They reflect the modal values of mainstream society which emphasize cognition and rationality, competition, individual success, assertiveness, mastery of details, and inductive reasoning (Kagan and Madsen, 1971; Shinn, 1972; Brembeck and Hill, 1973; Gladwin, 1974). Culturally pluralistic education and the success of ethnically different students in schools are impossible when these basic differences in learning styles are ignored or misunderstood (Gay, 1978, p. 51).

There are tremendous implications affecting education of ethnic minorities. Geneva Gay and other researchers of cognitive development have identified factors attributive to learning styles of some ethnic groups as compared to anglo cognitive styles. Their studies demonstrate crucial information which demonstrate significant contrasts of learning styles between anglo and ethnic minority groups. The benefit of these types of studies relates to higher education courses impacting teacher education. Research of this nature is highly valuable theoretically, empirically, and in practical application for teaching as it relates to ethnic pluralism and its development.

The consideration of learning styles is significantly influential within bilingual education. Baecher (1978) has researched and developed an approach which is conducive to effective bilingual education. He states:

> Despite the positive advances in teaching children in two languages--the child's native language and English--signs of

> dissatisfaction are becoming increasingly evident. These concerns pertain to the conceptual outlook of bilingual education, the implementation of a definite set of criteria, and the identification of the particular strengths of bilingual children (Baecher, 1978, p. 13).

Baecher makes reference to the fact that practices reveal an erratic nature within bilingual programs and ESL approaches. To improve this situation, staff training is essential towards: (1) the refinement of native and English language skills; (2) development of pedagogical skills and techniques where necessary; (3) development of content in subject areas such as mathematics, science, and social studies; (4) cultural elements to the degree that they are directly related to other segments in the program (Baecher, 1978, p. 13).

Further implications toward more efficiently organized bilingual programs would be the creation of enormous manpower needs to staff these special programs and the development of sensitive and relevant instrumentalities. If these pupils are to be accurately identified and screened, then new instruments and techniques--global and diagnostic in nature--will be essential. Both the language and cultural backgrounds of the student population will have to be seriously considered in any effort to probe the communication and mathematical abilities of these children (Baecher, 1978, p. 14).

Baecher believes that if bilingual programs and ESL techniques are to realize their great responsibilities, it is necessary to investigate various conceptual frameworks. One perspective that seeks to foster the educational success of bilingual individuals and their total education is found in "The Educational Sciences." Hill (1973) states that "The Educational Sciences" provide a "conceptual and scientific language for the applied fields of education," thereby making possible the articulation of phenomena and problems related to education. This conceptual framework attempts to reduce misconceptions among educators due to a lack of communication. It seeks to bring precision to the resolution of educational problems including those of special relevance to bilingual education (Baecher 1973).

Essential to these "sciences" are the following assumptions:

1. Education is the process of searching for meaning.
2. Thought is different from language.
3. Man is a social creature with a unique capacity for deriving meaning from his environment and personal experiences through the creation and use of symbols.
4. Not content with biological satisfactions alone, man continually seeks meaning (Hill, 1973).

These four assumptions are primary considerations in focusing upon the strengths of the bilingual child, or, in understanding the "cognitive style" of bilingual pupils. The cognitive style of a bilingual student refers to the way he/she comes to know the world he/she lives in, and how he/she relates to it. In determining the cognitive style of the student with limited-English-speaking ability, these questions become paramount:

1. How does he/she take note of his surroundings?
2. What symbols (native language and English) does he/she prefer to use in solving problems?
3. Is the bilingual student a listener or a reader?
4. Is he more capable and comfortable in his own mother tongue for understanding concepts?
5. Does student make up own mind or seek concensus with peers?
6. Does student follow the directions of an authority figure?
7. Does student reason in categories like a mathematician, or in relationships as a social scientist might? (Baecher, 1978, pp. 14-15)

Observations and questioning allows for cognitive mapping for exploration of students' learning styles. Baecher describes three areas an educator may explore:

1) Symbols and their meaning - indicators of the ways in which meaning is sought and of the feelings, commitments and values of the bilingual child, i.e., listening, reading, mathematical symbols and numerical relationships.

2) Cultural determinants - ascertaining the influence of social groups, and getting individual's perception of own role in life situations.

3) Modalities of inference - refers to the processes by which student reaches decisions, i.e., his method of thinking (Baecher, 1978, p. 15).

The use of the cognitive mapping technique is prescriptive. It helps the teacher assess a bilingual student's learning style and provides individualistic teaching strategies for further work with the student and his development.

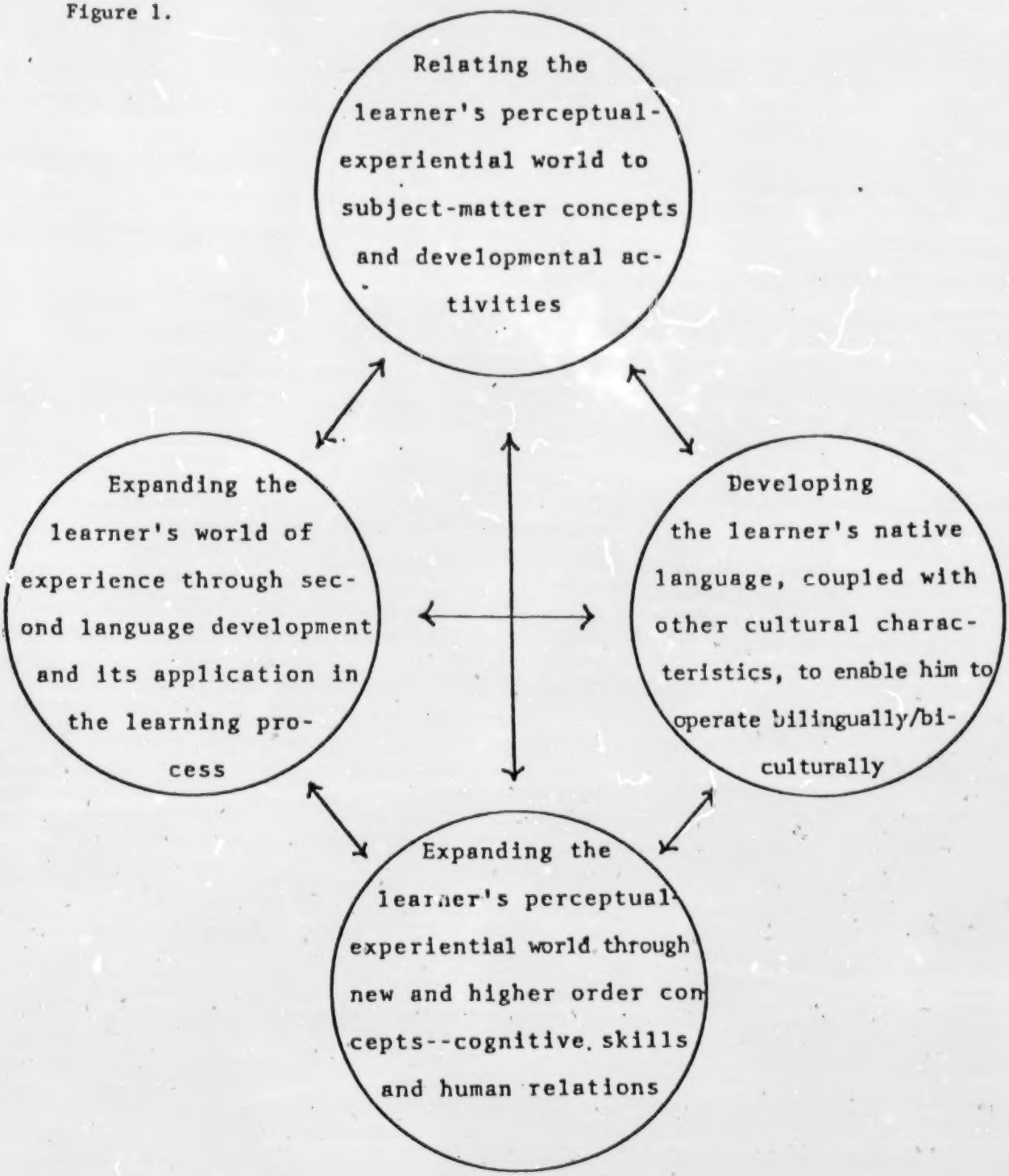
Several institutions of higher learning have given attention to the preparation of qualified teachers for service in bilingual-bicultural classrooms. Teacher training in bilingual education through insititutions of higher learning, coupled with field-based experience in bilingual-bicultural setting, have taken two approaches--preservice and inservice (Valencia,1977, p. 24).

Bilingual educators must continue to identify components and strategies that have proven effective in bilingual education programs throughout the nation. Bilingual education teachers are seriously seeking answers to questions such as the effects of heterogeneous versus homogeneous grouping in bilingual instruction, time allowed for each language in each subject-matter area, ways to determine level of bilingual proficiency, and various approaches in utilizing and developing supplementary bilingual materials. These questions and others must be considered in designing and implementing training programs for bilingual education teachers (Valencia,1977, p. 24).

Bilingual education contains features that are unique as compared to instruction in only one language. Yet, learning theories that have proven effective in stimulating the learning process in one language also are applicable in bilingual education. Bilingual teacher training programs can advantageously include modern instructional strategies, coupled with bilingual-bicultural content, for the degree of success in developing bilingualism and enhancing cognitive and psychomotor development among children with little or no English-speaking ability is highly dependent on the availability of resources and well-prepared bilingual teachers and aides (Valencia,1977, p. 25).

A multi-dimensional bilingual-bicultural education model relating to language and culture and cognitive and affective development is shown in Figure 1.

Figure 1.


Relating the learner's perceptual-experiential world to subject-matter concepts and developmental activities
Expanding the learner's world of experience through second language development and its application in the learning process
Developing the learner's native language, coupled with other cultural characteristics, to enable him to operate bilingually/biculturally
Expanding the learner's perceptual-experiential world through new and higher order concepts--cognitive skills and human relations

A Multi-Dimensional Bilingual/Bicultural Education Model Relating to Language and Culture and Cognitive/Affective Development.

Atilano A. Valencia, Implementing Bilingual/Bicultural Education An Educator's Guide (Berkeley, California: B.A.H.I.A. Productions, Inc., 1977, p. 16.

The prevalent thinking of Office of Bilingual Education is that bilingual education is not a discipline, but an interdisciplinary approach to special educational needs. As such, it should not be categorized in postsecondary institutions as a discipline or major. The current belief of OBE is that bilingual education is more appropriately considered an emphasis or interdisciplinary program that is then combined with a major in a more traditional field of education (Coballes-Vega, Espino-Paris, Marra, 1979, p. 9).

The investigator of this study set out to learn how American institutions of higher education designed and implemented their graduate programs in bilingual education. The investigator contacted the universities to inquire into their program philosophy and purpose, and how program directors perceived that bilingual education was impacting American institutions and society.

Procedure

The investigator identified 67 higher educational bilingual education programs and centers throughout the United States.

An open-ended survey was developed by the investigator to ascertain from the identified program directors, their purpose and scope, specifically related to graduate educational goals, content, participation, and evaluation.

In addition, the survey addressed two aspects affecting their programs: social and political implications. The social question related to their institutional involvement and commitment to bilingual education. The political question related to their state legislative system and if there was indicated support of bilingual education. Refer to Appendix A. BILINGUAL EDUCATION IN A CULTURALLY PLURALISTIC AMERICA for the survey sent to the 67 institutions.

The study is an analysis of contributive factors in design and function of graduate level bilingual education. The issue under investigation is why is

bilingual education relevant in higher learning and inter-disciplinary study; and what priorities are pertinent to further instruction, curriculum design, and research.

Bilingual education university and center directors were surveyed. The objectives of the survey instrument are:

1) to determine philosophical aspects on what professionals regard as the basis for groundwork to accomplish educational aims in bilingualism - biculturalism;
2) to learn of the approaches applied to bilingual education by the various institutions;
3) to determine if there is a specific direction where bilingual education should be heading;
4) to discover the ramifications of institutional behavior, specifically through faculty and administrative endorsement;
5) to discover the viability of state support through legislation.

Findings

The results indicated a 36 per cent return from the total institutions surveyed. Twenty-one completed surveys were returned, indicating 31 per cent of the population responded. Fifteen of the respondents were institutions of higher education with graduate programs at the masters and/or doctoral levels. Three of the respondents were training resource centers housed within institutions of higher education. One respondent, a national assessment and dissemination center was affiliated with a university. The remaining respondents included one education service center and one research center/laboratory.

The first question addressed the philosophy of bilingual education. The results indicated a strong rationale for bilingual education in America.

PHILOSOPHY

Provisions for the education of NES, LES, and LEP students is essential in developing bilingual, bicultural, and multicultural enrichment programs:

- strengthening of the maintenance approach
- maximizing cognitive and affective growth
- providing increased opportunity to compete in the job market
- acculturation process which promotes cultural pluralism and attributes
- increasing proficiency in two languages: English and native language
- viability and expansion for all children to learn a second language
- competency development for bilingual education teacher trainers: language proficiency, linguistic competencies, cultural competencies, pedagogical competencies, research competencies, and supervisory competencies
- providing leadership personnel for teacher training, for institutions, and agencies
- curriculum development through resource input from teachers, students, and parents
- socio-cultural phenomenon which must be fostered and respected
- to further aid in the development at federal, state, and local levels of practical bilingual education programs
- equal educational opportunity towards social and economic advancement
- strengthening bilingual education through language arts and history

GOALS - OBJECTIVES

Education Service Center

- to provide bilingual education personnel with necessary resources to increase teacher and program effectiveness through:

  materials development
  training activities
  conferences
  interfacing between school districts and universities - recruiting
  dissemination of information
  planning sessions with National Bilingual Network Centers

Training Resource Centers

- to shift the focus from remedial and ESL domination to an enrichment program supportive of a multi-lingual society
- high standards on cultural dimensions of bilingual education
- demonstrations of various innovations
- support services responsive to needs of basic projects

National Assessment and Dissemination Center

- to improve program management for operating programs
- to improve program communications and relations with school districts and community

National Bilingual Research Center

- to contribute to improvements in educational practices and policy-making through advances in teaching and learning in bilingual settings
- to assist the nation's schools in providing an equitable education for all language minority students
- to inform and influence national policy on bilingual education
- to create a more receptive social climate for bilingualism in the U.S.

Institutions of Higher Education - Graduate Programs

- to advance and refine the skills, knowledge, and attitudes of bilingual and monolingual personnel who are responsible for the instruction of bilingual learners: teacher trainers, researchers, and administrators
- to prepare teachers to cope with the LEP child using the native language as the medium of instruction
- to produce teacher trainers with sound bilingual-bicultural competencies and leadership for service in schools
- articulation that is effective in two languages
- humanistic, political, and technical curriculum for teacher preparation
- to implement change in bilingual/bicultural practices
- to decrease ethnic student drop out rate and increase their educational level
- to become informed about current bilingual/bicultural curriculum theory and research

- to improve pedagogical methodology

- to foster recognition and respect for individual and group differences

- to increase awareness and understanding of the concept, rationale, processes, and impact of bilingual education on the person, community, state, and nation

- cognitive development

- intercultural social skills and communications

CONTENT AND PROCESS

Education Service Center

Cooperate with the Materials Development Centers in securing pilot and field test sites and securing test data for the MDC's from those sites.

Determine specific training activities and sites through study of the needs assessment, and provide questionnaires and site visitation by the staff members from the major partners in the project.

Respond to requests for training activities from the National Bilingual Network Centers within Region VI, for teachers and staff, related to the needs of Spanish, Vietnamese, American Indian, and French speakers.

Coordinate with teacher education associations, regional education service centers and IHE's to supplement the bilingual methodology and Spanish language instruction for teachers involved in the state bilingual certification program.

Coordirate with nine IHEs in the development of degree oriented bilingual certification courses.

Organize and conduct at least three major conferences on promising practices in bilingual education.

Conduct regional workshops for teachers, paraprofessionals, and teacher aides in the use of bilingual educational practices, techniques, and methodology.

Conduct a series of workshops for elementary principals to create 50 additional advocates for bilingual education within the ranks of elementary principals.

Conduct a series of workshops for parents and community representatives so as to create 50 community catalysts who will assume leadership roles in behalf of bilingual education in Texas.

Identify consultants through a survey of ESC's, IHE's, MDC's and other institutions who possess competencies in bilingual education and teacher training to assist in conducting training for the Resource Center or might be referred to other agencies as consultants.

Coordinate with the SEA and interested IHE's to conduct a comprehensive training program for Title VII Bilingual Education Directors to focus on research, evaluation, management techniques, public relations, proposal writing, communication skills, and other skills which would meet their needs and facilitate the increase of programs in bilingual education.

Coordinate with available information retrieval systems to acquire information searches, identified staff, and LEA's.

Respond to requests for training services from all LEAs, IHEs and ESCs, and other educational institutions within the service area.

Training Resource Centers

Teach courses and conduct workshops

Provide technical assistance and training to existing projects and potential projects

Organize institutes on special topics, i.e., culture, parental participation, qualitative evaluation

Management training institutes: proposal writing, leadership, staff relations, program evaluation, team building, etc.

Recruitment of qualified trainers

Universities - Interdisciplinary Graduate Programs

Secondary Education
- Teaching of Secondary Subjects: Bilingual
- Secondary School Curriculum
- Public Affairs and Trends for Teachers
- Current Policy and Research
- English Education
- Foreign Language Education
- Mathematics Education
- Music Education
- Reading Education
- Science Education
- Social Studies Education
- Speech Education

Administration
- Educational Administration and Supervision
- Continuing Education of Adults
- Higher Education
- Fundamentals of Administration
- Fundamentals of Supervision
- Concepts, Processes, and Theories
- Development of Relationships
- Internship

Educational Foundations

- Foundations of Bilingual Education
- Educating the Bilingual Learner
- Bilingual/Bicultural Educational Curriculum Development
- Issues in Educating Mexican American Children
- Educating the Culturally Diverse
- History and Philosophy of Education
- Aesthetic Education
- Comparative Education
- Social Foundations of Education
- Contemporary Issues in Comparative Education
- Bilingualism: Historical Attitudes in U.S. Education
- Latino Culture in the Classroom
- Bilingual Program Design
- Language Learning Strategies for Bilingual Children
- Strategies for Teaching Reading to Bilinguals
- Strategies for Teaching the Content Areas to Bilinguals
- Testing and Evaluation for Bilingual Education
- Development of Community Resources for Bilingual Education

Bilingual/Bicultural Education

- Introduction to Bilingual/Bicultural Education
- The Teaching of Culture: A Bilingual Perspective
- Research Design and Analysis
- Development and Implementation of Bilingual/Bicultural Curriculum
- Psychological and Sociological Foundations of Bilingual/Bicultural Education
- Current Issues and Problems in Bilingual/Bicultural Education
- Theory and Current Research in Bilingual Education
- Language and Educational Evaluation in Bilingual Programs
- Administration of Bilingual Programs
- Supervision of Bilingual Programs
- Principles of Bilingual Education
- Development of Communication Skills in Bilingual Students

Educational Psychology

- Theories of Learning Relevant to Education
- Statistical Applications in Education
- Behavioral Foundations of Education
- Human Development
- Learning and Institutions
- Counseling Psychology
- Quantitative and Evaluative Research Methodologies
- Socio-Cultural Perspectives for Education
- Psychology of Language and Bilingualism
- Child Development in Cross Cultural Perspectives
- Methods of Research

Chicano Studies

- Cultural Differences in Mexico and the Southwest
- Barrio Studies
- Spanish for the Elementary School Teacher in the Barrio
- The Chicano Child
- Issues in Bilingual Cross Cultural Education in the Chicano Community
- History of the Chicano

General Education
- Introductory Educational and Psychological Research
- Educational Evaluation
- Field Experience
- Human Relations in the Classroom

Elementary Education
- Language Arts in the Elementary School
- Reading in the Elementary School
- Science in the Elementary School
- Mathematics in the Elementary School
- Social Studies in the Elementary School
- Methods and Materials in Bilingual Education
- Language Acquisition and Development
- Curriculum Development
- Early Childhood Education
- Open Education
- Teacher Education
- Classroom Management

History
- History of the Hispanic Borderlands
- History of Mexico
- The Mexican American
- History of Education in Urban America

Anthropology
- Bilingualism in the Southwest
- Peoples of Mexico
- Mexican American Culture

Counseling and Guidance
- Counseling and Ethnic Differences
- Introduction to Teaching the Culturally Different

English
- Teaching ESL

Spanish
- Applied Spanish Linguistics
- Children's Literature in Spanish
- Mexican American Literature
- Spanish for the Bilingual Classroom Teacher
- Advanced Spanish Conversation and Composition, I & II

Sociology
- Minority Groups
- Sociology of the Southwest
- Education and Minority Groups
- Urban Education
- Socio-Cultural Bases of Education
- Political Socialization of Children and Youth
- Social Education: Interpersonal and Ethnic Relations
- Ethnic Politics in Urban Settings
- Contemporary Spanish America

Linguistics
- Psycholinguistic Perspectives on Language Acquisition and Development
- American-Spanish Linguistics
- Contrastive Analysis of Spanish and English
- Introduction to Spanish Linguistics
- Dialectology: Current Trends in Modern Spanish
- Advanced Structure and Style
- Phonology
- Historical Linguistics

Educational Technology
- Media Development in Cultural Pluralism

Special Education
- Hearing Specialist Program
- Resource Teacher Program
- Severe Behavior Disorder

Library Science
- Library Service to Ethnic Minority Groups

Reading
- Foundations of Reading Instruction in Spanish
- Bilingual Reading
- Elementary School Reading
- Secondary School Reading
- Reading and Ethnic Differences

PARTICIPATION

Education Service Center serves approximately 10,000

Training Resource Centers serve from 100 - 5,000

Universities have from 10 - 280 graduate students

EVALUATION

Most of the university programs are evaluated by students, student records, faculty, advisory committees, campus-wide councils, course evaluation, educational agencies, and external evaluators. Office of Bilingual Education require program evaluations. Evaluative processes include formative, summative, content, process, product and one program using Provus Discrepancy Model.

The bilingual research center indicated program evaluation through NIE project officer and National Advisory Panel of educators, researchers, & policymakers.

The NADC is evaluated through on-site observation of institutes, interview of presenters, questionnaires to participants and review of project coordinators' activities in relation to state project activities.

The training resource centers indicated use of external evaluators, internal evaluation by staff, client evaluation, and formative process using CIPP Model, and summative reviews.

Figure 2. SOCIAL-POLITICAL PROMOTION OF BILINGUAL EDUCATION PROGRAMS AT THE GRADUATE LEVEL AS DETERMINED BY BILINGUAL EDUCATION PROGRAM DIRECTORS

Are Faculty and Administration at your university actively involved and committed to bilingual education?

YES	TO SOME EXTENT	MINIMAL
University of Massachusetts Amherst, Massachusetts	Western Illinois University Macomb, Illinois	Florida State University Tallahassee, Florida
Georgetown University Washington, D. C.	Montana State University Bozeman, Montana	University of Oklahoma Norman, Oklahoma
Columbia University Teachers College New York, New York	Cross Cultural Resource Center California State University Sacramento, California	
Indiana University Northwest Gary, Indiana	Cultural Pluralism Resource Center San Diego, California	
University of Illinois Urbana-Champaign, Illinois	National Assessment & Dissemination Center Bilingual/Bicultural Education Lesley College Cambridge, Massachusetts	
St. John's University Jamaica, New York		
California State University Fullerton, California		
University of Colorado Boulder, Colorado		
East Texas State University Commerce, Texas		
National Bilingual Training Resource Center Seattle, Washington		
Fordham University at Lincoln Center New York, New York		
Texas A & I University Kingsville, Texas		
National Center for Bilingual Research Los Alamitos, California		

Survey Responses: N = 20

15 Institutions of Higher Education
3 Training Resource Centers (IHE)
1 National Assessment & Dissemination Center (IHE)
1 Research Center

Figure 3. SOCIAL-POLITICAL PROMOTION OF BILINGUAL EDUCATION PROGRAMS AT THE STATE LEVEL AS DETERMINED BY BILINGUAL EDUCATION PROGRAM DIRECTORS

Do your state legislature and political systems support bilingual education?

YES	TO SOME EXTENT	MINIMAL	NO
California State University Fullerton, California	University of Illinois Urbana-Champaign, Illinois	Columbia University Teachers College New York, New York	Florida St. U. Tallahassee, Fl.
East Texas State University Commerce, Texas	Cultural Pluralism Service Ctr. San Diego, California	Cross Cultural Resource Calif. State University Sacramento, California	Montana St. U. Bozeman, Mont.
NADC - Lesley College Cambridge, Massachusetts	Natl. Ctr. for Bilingual Research Los Alamitos, California	University of Oklahoma Norman, Oklahoma	Indiana U. NW Gary, Indiana
Georgetown University Washington, D. C.	University of Massachusetts Amherst, Massachusetts	St. John's University Jamaica, New York	
	Texas A & I University Kingsville, Texas	Western Illinois Univ. Macomb, Illinois	
	Fordham University-Lincoln Ctr. New York, New York	University of Colorado Boulder, Colorado	
		Natl. Bilingual Training Resource Center Seattle, Washington	
		Bilingual Resource Center Austin, Texas	

Survey Responses: N = 21

15 Institutions of Higher Education
1 Education Service Center
3 Training Resource Centers
1 National Assessment & Dissemination Center
1 Research Center

Summary of Findings

Bilingual education programs, as represented by 1 education service center, 1 research center, and 19 IHEs: 15 graduate fellowship programs, 3 training resource centers, and 1 NADC indicated varied components for a philosophical base. A cultural maintenance approach was reported most frequently. Emphasis to expand second language development for all American students was cited as the future trend, in several cases. The philosophical perspectives cited were positive and seemed to support enrichment approaches over compensatory approaches.

The goals and objectives indicated systemization towards the improvement of bilingual education. It must be realized that the major thrust of bilingual education programs are within the school districts with support and development strengthened through IHEs, centers, and agencies.

There were indicated aims toward staff development through training: preservice and inservice, materials and curriculum development, dissemination of information, increased research efforts, and attainment of realistic policies, statewide and nationwide. The predominant theme was cognitive and affective development through acculturalistic, humanistic, and effective communication strategies.

The content and process of the various university programs showed significant utilization of an interdisciplinary approach to graduate study. This is shown by the course titles which university departments offer (as listed) in masters and doctoral certification programs throughout the universities surveyed.

Resource centers indicated service orientation (technical assistance, workshops, conferences), materials development and dissemination.

The level of participation varied from a few graduate fellowships at the universities to regional service areas serving thousands.

The evaluation procedures for the various programs were generally internal and external in nature. Most of the respondents indicated various sources of

involvement in evaluation of their programs. But according to recent reports, evaluation of bilingual education programs has been slow in providing information to Office of Bilingual Education.

According to the responses on the social implications of faculty and administrative promotion of bilingual education, most of the programs indicated strong commitment by their universities. Thirteen programs said yes, there was substantial involvement. Five programs indicated there was commitment to some extent with one respondent clarifying that staff working directly with bilingual education programs were dedicated, but others were not as aware of their goals. Two university programs indicated that involvement and commitment were minimal with gradual change occuring in one program.

The political implications of state support in bilingual education showed four respondents indicated yes, their states are supportive; six respondents indicated their states are supportive to some extent; eight respondents indicated their states portray minimal support; and three respondents indicated no support.

Discrepancy about state support occurred with regard to the states of California, Texas, and New York on their states' legislative position on bilingual education. Respondents indicated there was support at a higher level to a minimal level. The survey question was unclear and should have addressed support as defined legislatively and fiscally. According to the four respondents from California, there is some fiscal support from the state legislature. It might be assumed that since there is no national policy on bilingual education, particular states have established certain policy. Some state policy may address transitional programs rather than emphasizing maintenance and enrichment cultural programs which offer greater potential and development of bilingual education.

Texas respondents also showed a similar disagreement on their state's position. New York respondents indicated support could be improved and that state certification for bilingual education is pending in September, 1980.

Implications of the Study

The programs surveyed are providing substantial directions in bilingual education. The activities described are purposive in design and implementation and appear to be expanding in research and assessment to serve greater populations.

As we enter the 1980's, bilingual education at the graduate level is placing emphasis in design and preparation of educational leaders for teaching and research positions in colleges and universities, careers in educational research and development, and for placement in agencies concerned with policy formulation in elementary and secondary schooling (Burry, 1979, p. 10).

The Bilingual/Multicultural program emphasizes the development of competencies for investigating the social context, curriculum, and evaluation of schooling. Doctoral students in the program explore factors influencing or constraining the development of new educational programs and practices in such fields as language, reading, and the social studies. Alternative teaching models, change strategies, and models for the organization and reconstruction of schooling are also investigated (Burry, 1979, p 10).

Bilingual education at the graduate level has become a relevant aspect of higher learning, in teaching, administration, and research for educating the diverse cultural populations of our society. Based on the conceptual framework and priorities for development as addressed by the program directors surveyed, bilingual education may impact American education to a higher degree in the future. It is a matter of time before national policy is enacted which will help the states better formulate their goals and objectives in bilingual education.

There is indication that the federal government is concerned about language development and international studies and relations. This movement may provide greater impetus in bilingual and multilingual educational development.

Conclusions

The responses to the relevance of bilingual education at the graduate level have been instrumental in formulating the following considerations:

1. Bilingual educational approaches are changing from compensatory to a two-way enrichment approach to include all students.

2. Cultural factors are becoming increasingly essential for the enhancement of cognitive and affective development in bilingual education.

3. Bilingual and multicultural education provide tremendous advantages for universal improvement.

4. The interdisciplinary approach of incorporating bilingual/bicultural programs has been operationally successful.

5. There is further need to expand the development and dissemination of materials suitable for bilingual/bicultural education programs.

6. No national policy has yet been established to provide stronger direction for states to determine their criteria for effectively implementing and evaluating bilingual education programs.

7. There is lack of adequate instruments for the assessment of students of LES ability which presents problems of evaluation (Burry, 1979, p. 8).

8. Greater involvement and participation is occuring in higher education with emphasis on Masters and Doctoral Degrees in Bilingual/Bilcultural Education.

9. Research in bilingual education is becoming more prevalent and will be necessary to meet future trends.

Bilingual/Bicultural education has come a long way from our earlier educational practices. Culturally and linguistically different peoples of America are being recognized and accommodated through development of these programs. The impact is sure to be felt by the rest of American society in the future.

APPENDIX A.

BILINGUAL EDUCATION IN A CULTURALLY PLURALISTIC AMERICA

SURVEY

Please respond to the following questions regarding your program. The information gathered will help determine how programs nationwide perceive certain influences on bilingual education.

It is vital that this information be gained as a basis for an awareness of bilingual education in America today. Higher education, specifically the graduate level, is becoming keenly aware of diverse cultures and languages. How will our institutions meet the challenge to promote bilingual education during the 1980's?

PURPOSE

1. What is your philosophy on bilingual education?

2. What are the goals and objectives you hope to achieve?

3. Describe the content and process of your current activities.

4. Approximately how many individuals participate/or are served by your program?

5. Briefly explain how your program is evaluated.

SOCIAL-POLITICAL

6. Are faculty and administration at your university actively involved and committed to bilingual education?

7. Do your state legislature and political systems support bilingual education?

BEST COPY AVAILABLE

FACT-FILE

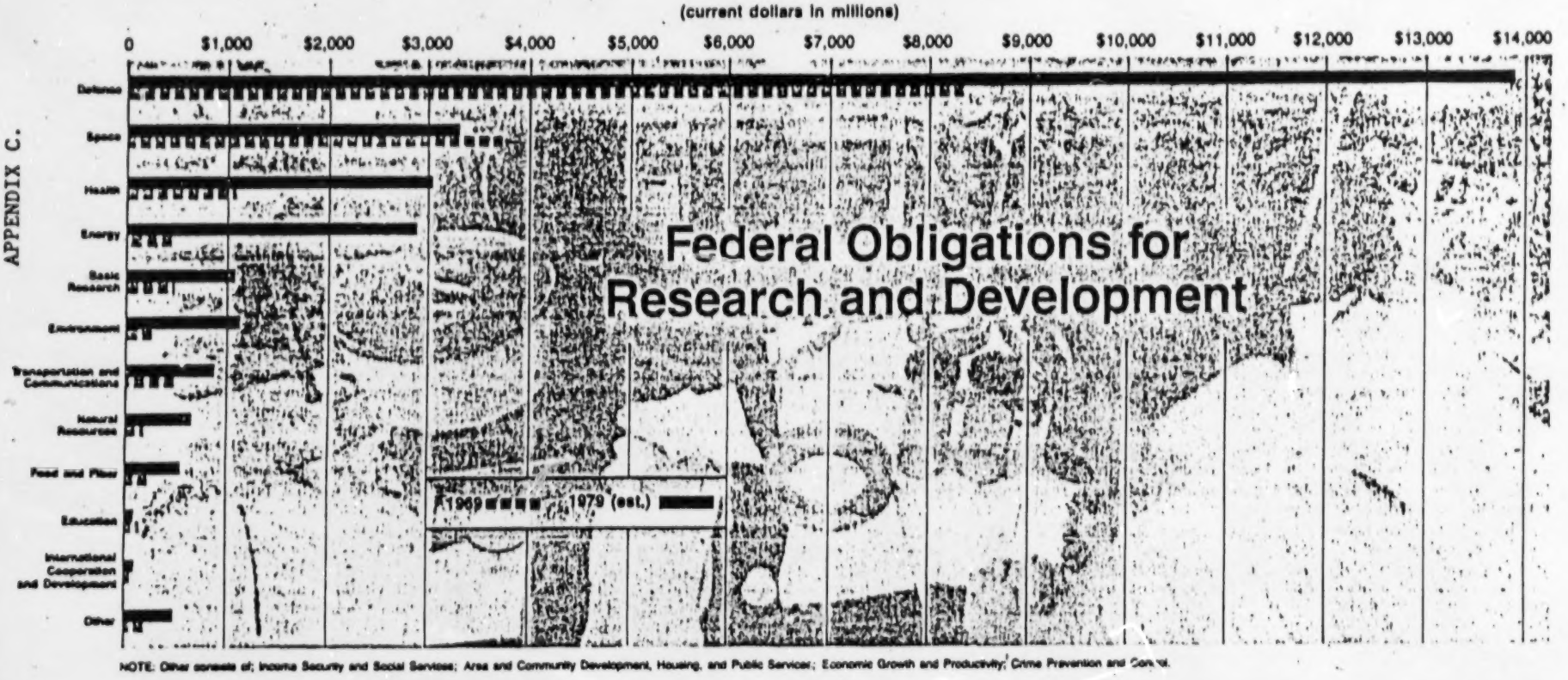
Funds for Higher Education in Education Dept. Budget

	Actual Fiscal 1979	Fiscal 1980 Estimated	Fiscal 1980 Supplemental	Fiscal 1981 Requested
Student assistance:				
Basic opportunity grants	$2,431,000,000	$2,262,034,000	0	$2,309,000,000
Supplemental opportunity grants	340,100,000	370,000,000	0	370,000,000
College work-study	550,000,000	550,000,000	0	550,000,000
State student-incentive grants	76,750,000	76,750,000	0	76,750,000
National direct loans	328,900,000	300,800,000	0	0[1]
Interest on guaranteed loans	762,929,000	793,624,000	614,545,000	866,055,000
Defaults on guaranteed loans	184,635,000	165,997,000	47,253,000	256,591,000
Basic loans	0	0	0	491,000,000[2]
Supplemental loans	0	0	0	48,600,000[2]
Programs for the disadvantaged	131,300,000	137,800,000	0	157,500,000
Educational information centers	3,000,000	3,000,000	0	0
Graduate/professional opportunities	8,000,000	8,850,000	0	13,000,000
Institutional assistance:				
Developing institutions	120,000,000	110,000,000	0	140,000,000
Minority institutions science improvement	5,000,000	5,000,000	0	5,000,000
International education	20,000,000	20,000,000	0	30,000,000
University community services	16,000,000	10,000,000	0	0
Cooperative education	15,000,000	15,000,000	0	23,000,000
Veterans cost-of-instruction	19,000,000	14,380,000	0	12,037,000
Construction loan subsidies	29,000,000	29,000,000	0	26,000,000
College housing loans	13,338,000	12,251,000	0	14,450,000
Architectural barriers removal	0	25,000,000	0	0
College personnel development:				
Public-service fellowships	4,000,000	4,000,000	0	0
Mining fellowships	4,500,000	4,500,000	0	0
Library resources:				
College libraries	9,975,000	4,988,000	0	4,988,000
Research libraries	6,000,000	6,000,000	0	7,000,000
Training & demonstration	3,000,000	1,000,000	0	4,000,000
Interlibrary cooperation	5,000,000	5,000,000	0	12,000,000
Professional development:				
Teacher centers	12,625,000	13,000,000	0	14,300,000
Teacher corps	37,500,000	30,000,000	0	37,500,000
Pre-college science teacher training	1,110,000	2,500,000	0	2,500,000
Migrant college assistance program	1,105,000	1,173,000	0	1,208,000
Vocational education	681,614,000	784,041,000	0	784,041,000
Adult education	100,000,000	105,000,000	0	122,000,000
Youth educational, employment initiative	0	0	0	900,000,000
Women's educational equity	9,000,000	10,000,000	0	20,000,000
Bilingual training grants	29,625,000	30,325,000	0	37,075,000
Rehabilitation training	31,500,000	28,500,000	0	25,500,000
National Institute of Handicapped Research	30,500,000	31,500,000	0	37,000,000
Legal training	3,000,000	5,000,000	0	1,000,000
Law enforcement education	25,250,000	0	0	0
National Institute of Education	83,088,000	77,114,000	0	88,050,000
Fund for Improvement of Postsec. Ed.	13,000,000	13,500,000	0	17,000,000
Natl. Ctr. for Education Statistics	10,561,000	9,947,000	0	11,793,000
Institute for Museum Services	7,852,000	10,900,000	22,000	12,900,000
Office for Civil Rights	45,245,000	46,243,000	1,891,000	49,215,000
Handicapped education:				
Innovation and development	20,000,000	20,000,000	0	20,000,000
Personnel development	57,687,000	55,375,000	0	58,000,000
Vocational, postsecondary programs	2,400,000	2,400,000	0	4,000,000
State postsecondary commissions	3,500,000	3,000,000	0	0
Aid to land-grant colleges	2,700,000	2,700,000	0	2,700,000

1- Proposed to be phased out under Administration's plans for revising loan programs under the Higher Education Act
2- New loan program proposed under Administration's revisions in Higher Education Act.

BEST COPY AVAILABLE

APPENDIX C.



NOTE: Other consists of; Income Security and Social Services; Area and Community Development, Housing, and Public Services; Economic Growth and Productivity; Crime Prevention and Control.

SOURCE: NATIONAL SCIENCE BOARD

CHRONICLE CHART BY PETER H. STAFFORD

REFERENCES

Baecher, Richard E. "Focusing on the Strengths of Bilingual Children." Hernan La Fontaine, Editor. Bilingual Education (New Jersey: Avery Publishing Company, 1978).

Burry, James. "Evaluation in Bilingual Education." Evaluation Comment 6, No. 1 (October 1979): 1-14.

Coballes-Vega, Carmen; Espino-Paris, Carmen; and Marra, Albert F. The Title VII Bilingual Education Fellowship Program: A Preliminary Report (Los Angeles: National Dissemination and Assessment Center, 1979).

Cronbach, L. J., and Suppes, P., Editors. Research for Tomorrow's Schools: Disciplined Inquiry for Education (New York: Macmillan, 1969).

Dollar, Bruce, and Gittell, Marilyn. "Cultural Pluralism in Higher Education." Social Policy 5 (November/December 1974): 38-45.

Garcia, Ricardo L. Learning in Two Languages (Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1976).

Gay, Geneva. "Viewing the Pluralistic Classroom As a Cultural Microcosm." Educational Research Quarterly 2 (Winter 1978): 27-37.

Havighurst, Robert J. "Structural Aspects of Education and Cultural Pluralism." Educational Research Quarterly 2 (Winter 1978): 5-19.

Hill, Joseph E. "The Educational Sciences." Pamphlet (Bloomfield Hills, Michigan: Oakland Community College Press, 1973).

Nielsen, Robert M., and Polishook, Irwin. "Education in a Democracy." The American Federation of Teachers Higher Education Papers. The Chronicles of Higher Education 21, January 1980, p. 8.

Swick, Kevin, and Lindberg, Dormalee. "Dealing with Problems of Cultural Differences Among College Students." College Student Journal 6 (November/December 1972): 63-64.

Valencia, Atilano A. Implementing Bilingual/Bicultural Education: An Educator's Guide (Berkeley: BAHIA Productions, 1977).